

Pupil Premium Strategy Statement Review 2025-2026



Outcomes for disadvantaged pupils

Intended outcome	Success criteria	July 2025 Evaluation of Outcomes
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils by the end of YR. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	Baseline Foundation2 assessments showed that 71% of pupils were at or related expectations for Communication and Language (CLL). By the end of the year, 96% met the Early Learning Goal (ELG) for CLL demonstrating that pupils' oral language skills improved. There were 4 disadvantaged pupils in this cohort. Of these, 100% met the ELG for CLL.
All pupils achieve well in Reading.	Achievement in Y1 Phonics Screening Check is high and in line for non-disadvantaged and disadvantaged pupils. All pupils leave Y2 reading age-appropriate books. Gap between Pupil Premium (PP) in 2023-2024 Y4 cohort disadvantaged and not disadvantaged narrow for Reading attainment.	92% of the Y1 cohort achieved the expected standard in the phonics screening check which was above national. 100% of disadvantaged pupils met the expected standard. This was above national comparisons – 67%. The gap between disadvantaged and not disadvantaged was +8%.
Parental engagement will increase. Fewer teachers will report a lack of engagement in reading at home with their children.	Pupils will read regularly and widely. This will result in narrowing the gap between disadvantaged and not disadvantaged pupils in reading.	End of EYFS attainment, Y1 phonics data and end of Y6 attainment demonstrate strong achievement in reading and that the gap has narrowed for disadvantaged children. 93% ELG in Literacy (FS) 92% PSC (Y1) 86% Y6 Reading Disadvantaged pupils' achievement was above national comparisons for all measures.
Attainment in writing will increase so that high percentages of pupils can write at age related expectations.	Writing at the end of KS2 will be at least 90% for disadvantaged and not disadvantaged pupils. Writing attainment across the school will be significantly higher. Gaps in spelling will be eradicated. Gap between PP in Y4 cohort disadvantaged and not disadvantaged narrow for Writing attainment.	6/9 (67%) disadvantaged pupils met the expected standard for writing. This was significantly above the national comparison of 60%. All pupils – 78% met the expected standard in writing.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance through 2024/25 demonstrated by: · The overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced (currently 94%/96%) · The percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 1% lower than their peers.	2025-2026 (5x half terms) attendance data showed that all pupil attendance was 96% and attendance for FSM6 pupils was 94.6%. Attendance was above national for both groups with FSM6 being above national distribution banding.